



**University of Victoria
Department of Geography**

**GLOBAL MIGRATION
GEOG 310, A01
FALL 2023
(ASYNCHRONOUS ONLINE COURSE)**

I acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

“Migration is an expression of the human aspiration for dignity, safety, and a better future. It is part of the social fabric, part of our very make-up as a human family” (Ban Ki-moon).

“A broken immigration system means broken families and broken lives” (Jose Antonio Vargas).

“No one leaves home unless home is the mouth of a shark” (Warsan Shire).

*****NOTE: THIS IS AN ASYNCHRONOUS COURSE**

Instructor: Dr. CindyAnn Rose-Redwood

Email: cindyann@uvic.ca

Class Time: Asynchronous Course (Note: Students are responsible for watching and listening to weekly pre-recorded lectures and completing weekly course readings on their own each week).

Office Hours: Tuesdays, 9:30am -11:30am PST via ZOOM

Cindy’s Office Hours Zoom Link: XXXX

COURSE DESCRIPTION

From rural-to-urban migration to cross-border migration flows, in recent years we have been witnessing a significant increase in the global migration and mobility of people of different nationalities and cultural backgrounds around the world. The aim of this course is to give students the opportunity to critically engage with many of the contemporary issues relating to the patterns, processes, and politics of global migration. We will analyze a number of topics through lecture and discussion such as tensions around border control and security, refugees and internally-displaced persons, refugee camps and detention centers, human smuggling and trafficking, and forced migration and climate change, along with examining the role of race and gender in relation to mobility.

Many people around the world are still experiencing the impact of the COVID-19 pandemic; therefore, it is important to examine this discourse surrounding global migration. During the pandemic, governments placed a halt and/or restricted human migration into their state borders as a means to combat the spread of COVID-19. More recently, we are beginning to see states easing up border restrictions. Needless to say, COVID-19 created an unprecedented time with heightened restrictions with regards to human movement across borders. Therefore, we will also explore the impact of COVID-19 on global migration by engaging with contemporary scholarship related to the pandemic and human movement.

COURSE OBJECTIVES

- Provide an overview of key themes in the study of global migration and mobility.
- Explore various concepts, ideas, and terminologies related to global migration.
- Critically analyze the patterns, processes, and politics associated with the movement of people around the globe.
- Examine various case studies, which will allow us to gain a better understanding of the struggles that migrants face as they attempt to move to new locations around the world.

LEARNING OUTCOMES

- Ability to identify and fully utilize concepts and ideas discussed in the course with anyone well versed in the area of migration studies.
- Critically discuss themes, patterns, processes, and politics associated with global migration.
- Develop critical thinking skills in terms of understanding and explaining the important role that migrants play in relation to the global economy.
- Explain and communicate the complexity of migrant struggles, especially in relation to work and identity, by examining a number of case studies relating to global movement discussed throughout the semester.
- Develop an appreciation and cultural awareness of the diversity of the peoples that compose the world today who are becoming increasingly interconnected spatially, socially, and culturally as a result of global migration.

REQUIRED COURSE READINGS

See Course Schedule at the end of the syllabus for the Assigned Readings. These are the required journal articles and/or book chapters for the course. They are all accessible on Brightspace at <https://bright.uvic.ca> in the weekly folders.

ASSIGNMENTS AND EVALUATION SCHEME

Your final grade will be based on the following calculation:

Midterm Exam	25%
3-Page Case Study Analysis	30%
Discussion Forum	15%
Final Exam	30%

Grading Scale:

A+	A	A-	B+	B	B-	C+	C	D	F
90-100%	85-89%	80-84%	77-79%	73-76%	70-72%	65-69%	60-64%	50-59%	49% or Less

Undergraduate Grading**As per stated in the 2023-2024 Calendar

IMPORTANT NOTE on “F” and “N” GRADES:

Students who have completed the following elements will be considered to have completed the course:

- Midterm Exam
- 3-Page Case Study Analysis
- Discussion Forum
- Final Exam

An “F” means unsatisfactory performance and completed the course requirements (not eligible for Academic Concessions).

An “N” means failure to complete any of the above listed assignments. This will result in a grade of “N” regardless of the cumulative percentage of other elements of the course. “N” is a failing grade and factors into GPA as a value of 0 similar to an “F.”

COURSE FORMAT & ORGANIZATION

Course Pre-Recording Video Lectures & Assigned Readings:

All pre-recorded video lectures will be posted on the course Brightspace website at <https://bright.uvic.ca>. You will find all the lectures and assigned readings for each week already set up in the weekly folders on Brightspace. In each weekly folder you will see at least 1 or 2 pre-recorded video lectures and 1 or 2 assigned readings for which you are responsible for completing each week. Sometimes there is a short film/video link each week as well. It is set up to ensure ease and flexibility, and to give you time to work through the course material each week at your own pace. Each **weekly lecture is approximately 30-50 minutes long**, so set aside time each week to listen to them. I encourage you to follow the pace of listening to lectures each week rather than waiting to listen to everything mid-semester or at the end of the semester.

***Important Note About Course Content:

Please note that during some weeks I will be discussing topics which can be intense in terms of the images and content associated with the experiences of people forced to move. ***I like to take care and sensitivity when discussing such content hence why I am placing a note here for all students to be aware of. I will do my best to put a note stating “Intense Content” next to the weekly folder*** just so you are aware that the content will be heavy on that week. You will notice when listening to the video lectures that I will pause sometimes as I too have to reflect and think through such heavy content. Please take moments to stop and then listen again when needed on those days. I also

recommend that students take time to visit me during office hours as I am here to help you talk more about any of the course topics this semester. I am always here to assist in your learning of the course material.

Course Zoom Office Hours:

I also encourage all students to take notes and write down questions while listening to the pre-recorded video lectures as I will be having zoom office hours on Tuesdays from 9:30am-11:30am each week. Here is the office hours zoom link for you: XXXX

This is your opportunity to engage with me and ask questions and to clarify any points in the lectures you needed a bit further explanation on such as concepts or examples that I present in the video lectures. Rather than just popping into zoom office hours each week, I would appreciate if you ***sent me an email at least a day or two before and let me know a time during my designated office hours time when you would like to stop by*** to speak with me. In that way, I hopefully won't have to put you into a waiting room while I am speaking with another student. Thank you.

DETAILS ABOUT ASSIGNMENTS

I. Midterm Exam (25%)

The midterm **exam will be multiple choice questions taken on Brightspace**, and it will cover material from the lectures, all assigned readings, and videos/films assigned in the weekly folders. The midterm exam will only include material covered from the beginning to the middle of the semester. Students are expected to sign on to the Brightspace site on **WEDNESDAY, OCTOBER 18, 2023, from 9:30am-10:30am PST** to take the midterm exam. The midterm exam will be 60 minutes (1 hour) in length.

INSTRUCTIONS FOR MIDTERM EXAM ON BRIGHTSPACE:

Click on the "Midterm Exam" folder in the Table of Contents for the course in Brightspace OR go to Course Tools and Quizzes to take the midterm exam. **NOTE: The midterm is a closed book exam, so you should **NOT** review your notes or course material while taking the midterm exam.**

II. 3-Page Case Study Analysis (30%)

You are required to write a short 3-page, single-spaced case study analysis paper for this course. We will be covering a series of topics relating to forced migration due to war, political turmoil, poverty, natural disasters, etc. Over the course of time, various groups of people have been forced to move from their home countries often having to settle in refugee camps. For this short paper, you have two options:

Option #1: Pick a particular group of people forced to move in the last 10 years. For example, you can focus on the Rohingya, Bangladeshi, Syrian, or Mexican movement or even the more recent Ukrainian movement due to war. These are just some examples. Your goal is to critically examine the life experiences and the journey these people have to take and why? You also want to explain what happens to them during the migration process and provide some insights on what can be done to change/improve their experiences. You must draw upon ideas/concepts/theories from the course this semester in your analysis of the group forced to migrate.

Option #2: Pick a specific refugee camp or detention centre. This one can be historical or contemporary as some refugee camps established years ago are still in existence today while some have been destroyed after a certain period of time. There are lots of detention centres around the world as well, so you just need to pick one you are interested in focusing on for this paper. Your goal is to critically examine the life experiences of people living within the specific refugee camp or detention centre you select. What happens to them, how are they impacted from living in a refugee camp or detention centre? You should also provide some insights on what can be done to change/improve their experiences. You must draw upon ideas/concepts/theories from the course in your analysis of the group forced to migrate.

Follow the instructions as you write your 3-page case study analysis paper:

1. This paper should be a total of 3-pages, single-spaced, 12 pt font size, 2.54 cm margins with proper in-text citations when necessary. You should also include a **separate reference page for any sources** cited in the paper (APA style is required).
2. This case study paper is not simply a description about the experiences of the people or their life in a refugee camp or detention centre. I would like to see you engage with at least 5 external sources including books, journal articles, and other scholarly works to help you support the ideas that you are discussing in the paper. Please do not use Wikipedia as a source, as it is not a scholarly reference and points will be deducted if you use it. You must also utilize course content from lectures and readings you learned this semester to help you critically engage with the content you are discussing in relation to a particular group of people forced to move OR life in a refugee camp or detention centre. Please **DO NOT** copy and paste ideas from the course lecture slides. I am expecting you to use your own words when drawing upon ideas from the lectures that you plan to integrate into your paper. You should still include an in-text citation and citation in the reference page for any ideas you draw upon from the lectures (e.g., in-text citation can be (Rose-Redwood, 2023, L#7) and reference citation can be, Rose-Redwood, CindyAnn. (2023). L#7: Migrants and Refugees in Camps and Detention Centres).
3. This short case study analysis paper will be due by **midnight PST on MONDAY, October 30, 2023**. You are welcome to submit this assignment on Brightspace any time before the due date if you complete it early. However, no late papers will be accepted after this date without a university-excused accommodation. **Please submit it in the assignment folder on Brightspace titled “Submit 3-Page Case Study Paper Here.” PLEASE MAKE SURE TO SUBMIT IT AS A PDF FILE.**
4. Your paper will be evaluated based upon the following rubric:
 - a. Quality of content in terms of critical engagement with scholarship
 - b. Quality of content and linkages to course material and external sources
 - c. Structure and organization of paper
 - d. Grammar and spelling
 - e. Proper in-text citations and references

III. Discussion Forum (15%)

You will notice that there are 5 discussion forum postings on Brightspace in which you are required to post your comments on an assigned reading. Please go to the Discussion Forum folder on Brightspace for Week 2, Week 3, Week 4, Week 5, and Week 8 to post your comments on a specific reading assigned for these weeks. Please **DO NOT CLICK START A NEW THREAD**. Instead, click on the blue text link with the titled reading for that week and then **CLICK ON REPLY TO THREAD** to post your responses. Please post your commentary by no later than midnight on the Thursday of those weeks. Your post should consist of 1-2 paragraphs (200 words max) to discuss the reading for those weeks. Note: Please do not simply summarize the reading. Instead, tell me what you think about the reading.

IV. Final Exam (30%)

The final **exam will be multiple choice questions taken on Brightspace**, and it will cover material from the lectures, all assigned readings, and videos/films assigned in the weekly folders. The final exam is a cumulative exam at the end of the semester. For the final exam (**final exam date and time to be announced once final exam schedule is made available by the University**), you will be responsible for all material covered in the course from the beginning of the semester to the end. Students are expected to sign on to the Brightspace site to take the final exam. The format is similar to the midterm exam but will include more questions. The final exam will be 120 minutes (2 hours) in length.

INSTRUCTIONS FOR FINAL EXAM ON BRIGHTSPACE:

Click on the "Final Exam" folder in the Table of Contents for the course in Brightspace OR go to Course Tools and Quizzes to take the final exam. Your final exam is scheduled to be taken via Brightspace on TBA (to be announced). **NOTE: The final is a closed book exam, so you should *NOT* review your notes or course material while taking the final exam.**

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of the term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed online and can be done on your laptop, tablet, or mobile device. You usually will receive an email inviting you to complete the CES, however if you do not receive an email invitation, you can go directly to your CES dashboard. You will need to use your UVic Netlink ID to access the survey.

UVIC ACADEMIC REGULATIONS, CALENDAR INFORMATION, IMPORTANT ACADEMIC DATES

Review this link for the university's academic regulations:

<https://www.uvic.ca/calendar/undergrad/index.php#/policies>

Review this link for the Undergraduate Calendar information:

<https://www.uvic.ca/calendar/undergrad/index.php#/home>

Review this link for Important Academic Dates information:

<https://www.uvic.ca/calendar/dates/>

UVIC'S ACADEMIC INTEGRITY POLICY

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. This policy is designed to ensure that the university's standards are upheld in a fair and transparent fashion. See web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html. If you have any questions or doubts, talk to me, your course instructor. For more information, see uvic.ca/learningandteaching/cac/index.php.

The University of Victoria specifies that the use of an editor for student work is prohibited unless the instructor grants explicit written authorization, either in the course outline or some other form. The use of ChatGPT or other AI software is therefore prohibited for the editing of any assignments in this course. The Department of Geography recognizes that peer editing is an important component of student learning, academic scholarship, and effective communication. I encourage undergraduate students to ask other undergraduate students to read and comment on the clarity of their written work. There are benefits to getting feedback from your peers, and to rethinking and clarifying your ideas as you re-write and revise your work. Peer editing includes having the unpaid assistance of another student to read your document and provide comments on its content, grammar, and style. Peer editing does not include having a professional paid editor read and revise your work. Students who require accommodation should consult with their course instructor.

Be sure to complete the Integrity Matters module that is available in Brightspace at the following link: <https://bright.uvic.ca/d2l/le/discovery/view/course/132610>. Please complete before handing in any coursework for evaluation. It may also be found under the Discover tab (drop down menu) on the homepage. Also see: www.uvic.ca/learningandteaching/faculty/resources/instructional/integrity/index.php.

PLAGIARISM

All class assignments should be prepared by the student(s) submitting the assignment. Plagiarism, or any other form of academic dishonesty, will not be tolerated in this course. Plagiarism consists of: (a) submitting someone else's work as your own without the use of proper citation or (b) paraphrasing another's ideas without acknowledging the author's work through citation. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. If you have any questions concerning matters of plagiarism, please see the following link. Below here for more information: <https://www.uvic.ca/library/research/citation/plagiarism/index.php>.

UVIC'S ACCESSIBILITY STATEMENT FOR STUDENTS WITH A DISABILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (<http://www.uvic.ca/services/cal/>). The sooner you let me know your needs the quicker I can assist you in achieving your learning goals in this course.

UVIC POSITIVITY AND SAFETY STATEMENT

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119
Phone: 250.721.8021
Email: svpcoordinator@uvic.ca
Web: uvic.ca/svp.

COURSE POLICY ON RECORDING OF LECTURES AND USE OF COURSE MATERIALS

According to the university's Intellectual Property Policy (GV0215), professors and instructors are the authors of their original course materials, lecture notes, and lecture presentations. Accordingly, they own copyright in these materials. Occasionally, students enrolled in a course may ask to record lectures because they would like to review the material at a future date. A lecture constitutes an instructor's intellectual property. A student must get permission to record the lecture from their instructor. Any material for the course (e.g., lecture notes, PowerPoints, syllabus, including a recording of a lecture) is made solely for the use of the student registered in the course for research and private study only. These materials must not be posted online or shared with other students without the instructor's permission. In some cases, a student with a perceptual disability will be eligible for an academic accommodation to record a lecture. Please visit the Centre for Accessible Learning (CAL) website for more information. You should be aware that there are policies and legislation regarding academic accommodation. Should you have any questions please contact the Copyright Office.

STUDENT WELLNESS

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. Counselling Services - Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/services/counselling/>

Health Services - University Health Services (UHS) provides a full-service primary health clinic for students and coordinates healthy student and campus initiatives. <https://www.uvic.ca/services/health/>

Centre for Accessible Learning - The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. <https://www.uvic.ca/services/cal/>

Elders' Voices - The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. <https://www.uvic.ca/services/indigenous/students/programming/elders/index.php>

STANDARDS FOR PROFESSIONAL BEHAVIOUR

It is important that students understand and adhere to the University's standards for professional behaviour. The University policies regarding student behaviour are interpreted and applied within the Tri-Faculty. Like the University, the Tri-Faculty is committed to providing a respectful and productive learning environment. All members of our community, including students, have both the right to experience and the responsibility to help create such an environment. Professionalism is expected from all students enrolled in courses in the Tri-Faculty regardless of whether they are enrolled in a degree program in the Tri-Faculty. These standards for professional behaviour apply both to interactions in person and online. Please see the following link to ensure you are following the University's Student Code of Conduct and maintaining professional behaviour. Please read the following link. <https://www.uvic.ca/services/advising/advice-support/academic-units/student-code-of-conduct/index.php>

RESOURCES FOR INTERNATIONAL STUDENTS

The University of Victoria offers a number of resources to support international students as they pursue their studies. UVic's [International Centre for Students](#) is the primary office supporting international students on campus at the university-wide level and provides various supportive program through the [UVic Global Community Initiative](#), including a Mentorship Program and Conversation Partner Program. For academic advising-related questions, students in the Geography Department are also encouraged to meet with the Geography Undergraduate Advisor (geogadvising@uvic.ca) as well as an academic advisor in the [Academic Advising Centre](#) early in their studies to help map out a plan to

declare a major and complete university program requirements. Other resources include the [Centre for Academic Communication](#) and the [Math and Stats Assistance Centre](#). International students are also encouraged to contact the International Student Liaison in Geography (Prof. CindyAnn Rose-Redwood, cindyann@uvic.ca), who can assist in making connections with other international and domestic students in the Geography Department and share opportunities for getting involved in departmental activities more broadly.

COURSE SCHEDULE

WEEKLY LECTURES & ASSIGNED READINGS
Week 1 (Sept 6-Sept 8)
<ul style="list-style-type: none"> Listen to Introductory Lecture: Hello, Welcome to the Course & Review of Syllabus
<ul style="list-style-type: none"> Listen to Lecture #1: Migration & COVID-19
<ul style="list-style-type: none"> Watch Short Film Links #1: “Tensions Flare in Italy as Coronavirus Spreads Among Migrant Workers” (6 minutes) and “Covid-19: First Confirmed Case at Rohingya Refugee Camp in Bangladesh” (4 minutes). NOTE: These are short news clips with some intense content.
<ul style="list-style-type: none"> Assigned Reading #1: Read article by Xiofeng Liu and Mia M. Bennett. (2020). “Viral Borders: COVID-19’s Effects on Securitization, Surveillance, and Identity in Mainland China and Hong Kong,” <i>Dialogues in Human Geography</i> 10(2), p. 158-163.
Week 2 (Sept 11-Sept 15)
<ul style="list-style-type: none"> Listen to Lecture #2: Migration & Globalization
<ul style="list-style-type: none"> Listen to Lecture #3: Immigrants & Indigenous Peoples
<ul style="list-style-type: none"> Assigned Reading #2: Read article by Mahmud Hasan. (2016). “Impact of the Destination State on Migrants’ Remittances: A Study of Remitting Among Bangladeshi Migrants in the USA, the UAE, and Japan,” <i>Migration and Development</i> 5(1), p. 79-98.
<ul style="list-style-type: none"> Assigned Reading #3: Read article by Jo-Anne Lee. (2015). “Harsha Walia in Conversation with MM&D Editor Jo-Anne Lee,” <i>Migration, Mobility & Displacement</i> 1(1), p. 54-65.
<ul style="list-style-type: none"> DISCUSSION FORUM—REPLY TO POST #1
Week 3 (Sept 18-Sept 22)
<ul style="list-style-type: none"> Listen to Lecture #4: Debates Over Migration

<ul style="list-style-type: none"> • Listen to Lecture #5: Governance of Migration
<ul style="list-style-type: none"> • Assigned Reading #4: Read article by Alison Mountz. (2015). "In/Visibility and the Securitization of Migration: Shaping Publics through Border Enforcement on Island," <i>Cultural Politics</i> 11(2), p. 184-200.
<ul style="list-style-type: none"> • DISCUSSION FORUM—REPLY TO POST #2
Week 4 (Sept 25-Sept 29)
<ul style="list-style-type: none"> • Listen to Lecture #6: Forced Migration: Refugees, IDPs, and Asylum Seekers
<ul style="list-style-type: none"> • Assigned Reading #5: Read News article by Elodie Hut et. al. (2020). "COVID-10, Climate Change and Migration: Construction Crisis, Reinforcing Borders," <i>Environmental Migration Portal</i>, p. 1-6.
<ul style="list-style-type: none"> • Assigned Reading #6: Read article by Ilan Kelman et al. (2017). "Here and Now: Perceptions of Indian Ocean Islanders on the Climate Change and Migration Nexus," <i>Geografiska Annaler: Series B, Human Geography</i> 99 (3), p. 284-303.
<ul style="list-style-type: none"> • DISCUSSION FORUM—REPLY TO POST #3
Week 5 (Oct 2-Oct 6)
<ul style="list-style-type: none"> • Monday, October 2nd (National Day of Truth and Reconciliation)
<ul style="list-style-type: none"> • Listen to Lecture #7: Migrants & Refugees in Camps and Detention Centres
<ul style="list-style-type: none"> • Listen to Lecture #8: Border Crossings, Fences & Conflicts
<ul style="list-style-type: none"> • Assigned Reading #7: Read article by Francesca Esposito et al. (2021). "Yes, But Somebody Has to Help Them, Somehow: Looking at the Italian Detention Field Through the Eyes of Professional Nonstate Actors," <i>Immigration Enforcement, Securitization and Social Dynamics</i>, 55(1), p. 166-194.
<ul style="list-style-type: none"> • DISCUSSION FORUM—REPLY TO POST #4
Week 6 (Oct 10-Oct 13)
<ul style="list-style-type: none"> • Monday, October 9th (Enjoy Thanksgiving) – Take a Break, Relax
<ul style="list-style-type: none"> • Listen to Lecture #9: Human Smuggling vs. Human Trafficking

<ul style="list-style-type: none"> Assigned Reading #8: Read article by Ozgun Topak. (2020). "Biopolitical Violence and Waiting: Hotspot as a Biopolitical Borderzone," <i>Antipode</i> 52(6), p. 1857-1878.
<ul style="list-style-type: none"> Listen to Short Review/Guidelines for the Midterm Exam
Week 7 (Oct 16-Oct 20)
<ul style="list-style-type: none"> MIDTERM EXAM TAKEN ON BRIGHTSPACE ON WEDNESDAY, OCTOBER 18, 2023, from 9:30am-10:30am PST
<ul style="list-style-type: none"> Listen to Lecture #10: Immigration in Canada
<ul style="list-style-type: none"> Assigned Reading #9: Read article by Tanya Basok and Ana Lopez-Sala. (2015). "Rights and Restrictions: Temporary Agricultural Migrants and Trade Unions' Activism in Canada and Spain," <i>Journal of International Migration and Integration</i> 17(4), p. 1-17.
Week 8 (Oct 23-Oct 27)
<ul style="list-style-type: none"> Listen to Lecture #11: Race, Gender & Global Mobility
<ul style="list-style-type: none"> Watch Short Film Links #2: "Why So Many Migrant Kids Are Coming to the U.S. Alone" (10 minutes) NOTE: This is an intense film clip in terms of the content. Please take time to pause and reflect when watching it.
<ul style="list-style-type: none"> Assigned Reading #10: Read article by Mehrunnisa Ahmad Ali. (2006). "Children Alone, Seeking Refuge in Canada," <i>Canadian Periodicals Index Quarterly</i> 23(2), p. 68-80.
<ul style="list-style-type: none"> DISCUSSION FORUM—REPLY TO POST #5
Week 9 (Oct 30-Nov 3)
<ul style="list-style-type: none"> Listen to Lecture #12: The United States-Historical & Contemporary Migration
<ul style="list-style-type: none"> Watch Short Film Link #3: "Dying to Get-In Undocumented Immigration" (39 minutes) NOTE: This is an intense film clip in terms of the content. Please take time to pause and reflect when watching it.
<ul style="list-style-type: none"> Assigned Reading #11: Read article by Corrie Bilke. (2009). "Divided We Stand, United We Fall: A Public Policy Analysis of Sanctuary Cities' Role in the 'Illegal Immigration' Debate," <i>Indiana Law Review</i> 42(1), p. 165-193.
<ul style="list-style-type: none"> Assigned Reading #12: Read article by Terence M. Garrett. (2020). "Covid-19, Wall Building, and the Effects of Migrant Protection Protocols by the Trump Administration: The Spectacle of the Worsening Human Rights Disaster on the Mexico-US Border," <i>Administrative Theory & Praxis</i> 42 (2), p. 240-248.

- **REMINDER: 3-PAGE CASE STUDY ANALYSIS PAPER DUE ON BRIGHTSPACE THIS WEEK ON MONDAY, OCTOBER 30, 2023**

Week 10 (Nov 6-Nov 10)

- Listen to Lecture #13: Migration & the UK
- [Watch Short Film Link #4: "BBC Panorama-The Truth About Immigration in the UK" \(58 minutes\)](#). Please take time to pause and reflect when watching it.
- Assigned Reading #13: Read chapter by Varun Uberoi et al. (2011). "Feeling and Being Muslim and British" in *Global Migration, Ethnicity and Britishness*, edited by Tariq Modood and John Salt. New York: Palgrave Macmillan—Read Chapter 10, p. 205-224.

Week 11 (Nov 13-Nov 17)

- **Monday, Nov 13th-Wednesday, Nov 15th (Enjoy Reading Break)**

Week 12 (Nov 20-Nov 24)

- Listen to Lecture #14: Geographies of Student Mobility
- *****Reminder: Students Complete the CES Survey**

Week 13 (Nov 27-Dec 4)

- Listen to Short Review/Guidelines for the Final Exam
- THANKS FOR A GREAT SEMESTER!

Note: I reserve the right to make reasonable changes to the syllabus over the course of the semester.

***Note: The deadline for 100% reduction of tuition fees is September 19, and the last day for adding courses is September 22 that begin in the winter first term. The 50% fee reduction of tuition fees deadline is October 10, and the final drop deadline (with no fee reduction) is October 31.